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THE STUDENT ROLE OF TEACHERS:

FACULTY DEVELOPMENT IN THE COMMUNITY COLLEGE

MICHAEL I. SCHAFER

Institute of Higher Education
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JUNE, 1970

UNIVERSITY OF CALIF.
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The place of quality teaching at the central core of purposes for junior colleges was pointed out as early as 1925 by Koos (35, pp. 23-24). Examining the statements of those writing on the junior college since that time, it may be seen that high quality instruction has continued to be a primary aim of these colleges. Eells, in 1931, stated that: "The junior college has little or no excuse for existence if it does not place prime emphasis on superior teaching, superior instructors, and superior methods of instruction" (13, p. 33). In 1960, Medsker again pointed to the need for excellent teaching (40). In the same year, Thornton said of the junior college: 'Either it teaches excellently or it fails completely" (54, p. 42). In 1965, at a conference for beginning junior college presidents, Hunt stated that "... no college can be any stronger than it's faculty" (29, p. 42). Crossland (11, p.3), Garrison (16), Kinsinger (33, p. 32), Litton (36), Schroeder (52), and Williams (58, pp. 33-34) have further stressed the need for quality teachers and quality

teaching in the community junior college. As if in summary, Reynolds in 1964 stated: "... at the very heart of the whole junior college concept is the central core of superior instruction" (49, pp. 1-2). Reynolds went on to state: "If superior instruction has been regarded as important in the past; if it is of even greater importance in the present; there is abundant reason to concede that its importance will be further enhanced in the future" (49, p. 3).

In trying to provide the high quality of instruction that the community junior college concept demands, the college is faced with a number of obstacles. Among these are: (1) providing the best education to each student in a very diverse student body; (2) finding faculty members who have been specifically trained to meet the special needs of the junior colleges; and (3) finding enough faculty members to keep up with the growth of the junior college without sacrificing high quality instruction.

Thornton, in agreement with many concerned with the community junior college, assigned to the college five central purposes: "(1) occupational education of post-high school level; (2) general education for all categories of its students; (3) transfer or pre-professional education; (4) community service, including education for adults; and (5) the counseling and guidance of students" (54, p. 59). Student bodies in junior colleges are composed of individuals with a wide variety of socio-economic, occupational, and intellectual abilities. The educational and occupational goals of these students cover a broad spectrum, necessitating a broad range of programs and comprehensive guidance

services. "The heterogeneity of students places heavy responsibility upon the teacher....To an unusual degree, junior college faculty members must be proficient in recognizing and dealing with individual differences not only in curriculum building and in guidance but also in teaching" (30, pp. 213-216).

Another problem facing the community junior college is the diversity of its teaching personnel, in terms of their backgrounds in educational preparation and experience. The vast majority of junior college faculty members have experience teaching at, or have been trained to teach in, high schools or four-year colleges and universities. For instance, Mills reported in 1968 that 60.6 percent of the junior college faculty members in Florida had elementary or secondary school experience, and 33.8 percent had taught one or more years in a four-year college or university (44, pp. 47-48). As is discussed, later, due to the unique nature of the community junior college as an educational institution, teaching in such a college requires special skills. This may indicate a need for additional teacher training programs in the universities that are specifically designed to prepare instructors for community junior colleges. Until the time that such programs can provide the junior colleges with an adequate number of properly prepared teachers, however, other programs must be made available to provide quality instruction for the junior college student. Wattenbarger has pointed out: "In studies conducted nationwide which questioned junior college presidents regarding the weakest point that they found to be of concern relating to the professional competence of faculty members, there has appeared repeatedly this

comment: 'junior college faculty members do not understand, nor do they accept completely enough the junior college purposes and functions which have been evolved over the past fifty or sixty years'" (57, p. 47).

The growing difficulty of finding enough competent teachers to meet the demands placed on the colleges by their phenomenal growth, and yet retain the high quality of faculties that is so necessary, has been another challenge to the community junior college. Merson has said:

> As enrollments increase, as student populations become more heterogeneous, as programs become more diversified and as choice of goals become more complex, we will be sorely pressed to find enough highly qualified staff. We estimate a need for 100,000 new junior college teachers in the next decade. We must recruit them from many sources. They must be specifically prepared to fulfill the unique missions of this institution -- they won't arrive on our doorsteps fully qualified. We must help them to become properly oriented to the students and the challenges in this institution. And our biggest concern will be how we can keep their preparation current, their enthusiasm for teaching high, their pride in teaching undiminished, and their desire to help students unabated (41, p. 12).

Each of these problems demands solution. Faculty development programs may be seen as one means of working toward such solutions. At a 1961 conference for new junior college presidents, Wattenbarger pointed to in-service education, a major part of faculty development programs, as a solution to some of the special problems of teaching in a junior college (57, p. 47). Schultz at the same conference stated: "An institution cannot progress without an in-service program" (53, p. 28). In 1964, Reynolds pointed again to the importance of programs of faculty development: "Leadership is exercised through a variety of media. Among these...in-service instructional improvement" (49, p. 19).

From the discussion of the need for faculty development programs in community junior colleges, it can be seen that there is little disagreement on the importance of faculty development programs in helping the community junior college to proceed more effectively toward the attainment of its objectives. In a sense, the quality of the faculty development program may be looked upon as an indicator of the strength of the commitment that a given junior college has to high quality instruction.

In the winter of 1968, Roueche (50) stated that junior college faculty development programs are currently unplanned, sporadic, and loosely defined. Many authors, writing on the junior college, have referred to the need for continuous programs of faculty development.

Charlier provides a typical example (8, p. 26). Authors repeatedly stress the need for more definitive study of faculty development procedures, but few tried to fill this need. In the following paragraphs, studies generally related to the present one are presented, followed by other studies which are more closely related.

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told that his response would remain confidential. During the interview the interviewees were restricted in their responses only by the nature of the structured interview guide. Where a given faculty member or administrator was not available for interview, an alternate was contacted. These alternates had been preselected at random in a manner identical with that for selecting the original person to be interviewed.

The interview guide was administered in personal interviews with a sample of seventy faculty members and administrators in Florida's junior colleges. The sample was representative of all such individuals with a 95 percent interval of confidence and ± 4.2 percent sampling error.

The information received in the interviews was coded and tabulated by hand for items, 1, 2, 4, 5, 6, 7 and the practices portion given in response to item 8 on the interview guide. Other data were coded and punched on cards for analysis on the IBM 360 computer at the University of Florida Computing Center. The analysis included:

(1) a tabulation by frequency and percentage of each response to a given item;

(2) a mean response for the item;

(3) a standard deviation on the item;

(4) two chi-square analyses on each item.

The analyses compared the responses of teachers and administrators, and those with one year of experience, two to four years experience, and five or more years experience on each item in questions 3 and 8 in the interview guide.

The Findings of the Florida Study

The sample for the study consisted of 78.6 percent faculty and 21.4 percent administrators. The majority of the respondents, 70 percent, were male. The average age was 40.76. Ninety percent held master's degrees or above. Junior college faculty members and administrators had previous experience in a variety of educational institutions. Among those interviewed there were 62 percent who had experience in elementary or secondary schools. Thirty point one percent had previous experience in the armed forces, government, or industry. Experience in four-year colleges or universities was mentioned by 31.6 percent of those interviewed. It was found that 86 percent had taught in some other junior college, and that 70 percent had been in their present position four years or less. Most replied that they had little or no specific preparation for teaching in a junior college.

The majority of those interviewed stated that the primary aim of a faculty development program should be to improve the quality of instruction. Other aims cited were: to improve a faculty member's depth in his discipline; to improve each faculty member's ability to meet the needs of junior college students; to create an enthusiastic, well coordinated faculty; and to get the faculty to understand and be enthusiastic about the philosophy, goals, and purposes of the junior college.

The two main obstacles to setting up an effective faculty development program that were most frequently mentioned were time and money. Faculty apathy, a lack of communication between faculty and administration, traditions not

compatible with progress, poor planning and organization were also seen to stand in the way of effective programs.

Only one practice not available at the time of the study which the respondents believed should be added to a faculty development program was mentioned by more than 10 percent of these individuals. Faculty seminars and special courses were mentioned by twenty interviewees as having an important place in such programs. These seminars should be directed to filling the felt needs of faculty. Several such needs were mentioned, including the preparation and use of audio-visual material, the community college and its place in the American educational structure, subject matter directed seminars, and new approaches to teaching.

Of those practices mentioned in interview question 3, several were seen by respondents to be especially valuable. *Assistance to the faculty to continue graduate study* and *private offices for faculty members* received mean ratings over 8.05, "very worthwhile." *Sabbatical leave for faculty members, annual financial assistance for the faculty to attend professional meetings, extended leaves of absence for the furthering of professional growth.* Each of these items was rated between "good" and "relatively effective" above 6.50.

Of the eleven items in question 8, respondents rated the value of offering programs in these areas as "good" or better in all but three cases. *Giving an orientation to the wives of new faculty, providing social activities, especially for introducing new faculty,* and *providing new faculty with information about the characteristics of fellow faculty and the student body,* all

received mean ratings below 7.0. There was considerable disagreement on the value of practices in each of these areas at the time of this study. This was but one of several areas in which communication about the goal of a specific program appeared to be a major problem.

Not one of the eleven areas in question 8 was rated as "relatively effective." The highest mean rating, 6.88 on *assuring faculty members freedom of action, thought, and expression*, fell just below this category.

Faculty members and administrators differed in their perception of the potential value of only one item in question 3 and 8, *an active faculty committee charged with improving instruction*, with faculty rating the practice of much lower potential value. There was substantial agreement on the potential value of *assistance to the faculty to continue graduate study, sabbatical leaves for faculty members, stimulating the flow of innovative ideas and suggestions for the improvement of the college*, and *assuring the faculty members freedom of action, thought, and expression*.

The two groups of respondents differed in their perceptions of the effectiveness of several practices available at the time of this study. The effectiveness of *an organized series of discussions of teaching in a junior college, providing faculty members with continuing personal assistance in solving their teaching problems, assuring faculty members freedom of action, thought, and expression*, and *giving faculty members non-professional aides for the routines related to teaching* were all perceived differently by faculty members and administrators. More careful evaluation of the effectiveness of all practices in faculty

development programs was strongly indicated throughout this study. The disagreement between faculty and administrators on the effectiveness of these practices was reinforced by comments from many of those interviewed. Most of these comments indicated that poor planning of inadequate funding lead to relatively low ratings of effectiveness. Several faculty members stated that such programs, were often initiated without involving the faculty and therefore had received little support.

When the sample was sub-divided into individuals with one year of experience, two to four years of experience, and five or more years of experience, they differed in their perception of the potential value of four items. *A lightened load for first-year teachers, the use of experienced teachers with first-year faculty in developing instructional techniques, a professional library for the faculty,* and *an active faculty committee charged with improving instruction* were rated as having different potential values by the three groups. Once again ineffective communication of previous unsatisfactory experiences with such practices lead to low ratings.

The experience sub-groups differed in their perceptions of the effectiveness of *a lightened load for all first-year faculty; giving the new faculty member information about the total junior college, its aims, its philosophy, and its policies and regulations;* and *helping faculty to become sympathetic with and concerned about the philosophy, aims, and purposes of the junior college.* Each group agreed on the effectiveness of *a faculty handbook.* No one thought they were especially effective.

Some Theoretical Considerations

Faculty development programs in Florida's junior colleges have been organized in the past by a variety of methods. Junior college presidents, academic deans, concerned faculty members, and others have all devoted time to the planning and implementation of such programs. This section contains a conceptual model of the junior college and a planning technique which may assist them in their efforts toward organizing these programs in the future.

The Junior College as a Social System

A model of the junior college as a social system is presented in this subsection. Griffiths (24, p. 44) describes any conceptual model as a description of a set of data in terms of a given system of symbols, including relations of the symbols according to the rules of that system.

The system of symbols which is conceptualized as social systems theory was first proposed by Bertalanffy in 1955 (5), although it was earlier alluded to by Homans (28). More recently Hearn stated:

> General systems theorists believe that it is possible to represent all forms of inanimate and animate matter as systems; that all forms from atomic particles through atoms, molecules, crystals, viruses, cells, organs, individuals, groups, societies, planets, solar systems, even the galaxies may be regarded as systems (25, p. 38).

Hearn went on to state:

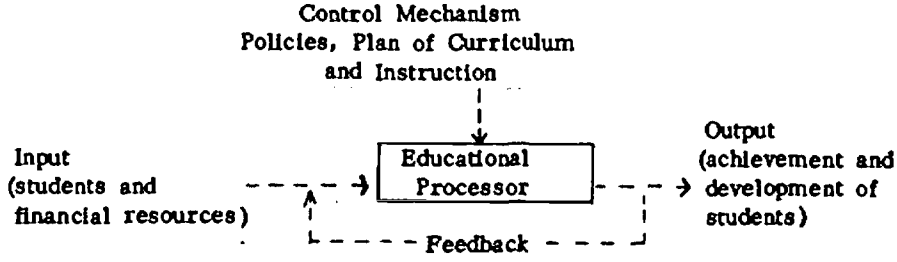
> Each system consists of objects which are singly the parts or components of the system; there are attributes which are the properties of the objects; and there are relationships among the objects and attributes which tie the system together (25, p. 39).

The community junior college may be examined through the use of such social system theory. Kimbrough (32) and Andes (3) provide examples of how educational institutions may be viewed as social systems.

Among the components of the junior college social system are the faculty, administration, students, and the community. The faculty, administration, and students may each be considered as sub-systems; the community may be considered as a part of the supra-system. Each of the sub-systems may be further sub-divided into component sub-systems, i.e., academic and student affairs, divisions, departments, faculty cliques, and eventually each individual in the system. Homans described such a system as follows: "...the activities, interactions, and sentiments of the group members, together with the mutual relations of these elements with one another...constitute what we shall call the social system" (28, p. 87).

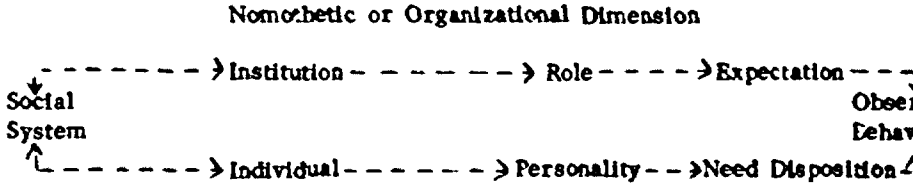
Each system has a boundary. These boundaries should not be considered as the walls of offices or classrooms, but, rather, as concepts in the minds of those involved in the system. Miller describes the boundary of the system as the line across which it is more difficult to move matter, energy, or information than to move such components within or without this line (42, p. 194). The system's boundaries are to a large extent composed of the shared mores, ideals, norms, and goals of the sub-system.

Optner provides a simplified computer model of the social system which may be useful in analyzing social systems (45). Kimbrough illustrates this model as follows (32, p. 36):



Within this model one may visualize the junior college as the educational processor. Faculty development programs are an additional input to the system that may become a means for facilitating the process, effectively utilizing feed - back, and improving the quality of output.

If we visualize the improvement of instruction as one of the organizational expectations of the junior college, an illustration discussed by Kimbrough may help in developing methods which would facilitate the attainment of this goal. He described Getzel's conceptualization of the school social system in terms of two dimensions: (1) the organizational or nomothetic dimension and (2) the personal or ideographic dimension (32, p. 35).



Leadership in programs of faculty development will effect real changes in the system only to the extent that congruency can be attained between the organ-

izational expectation of instructional improvement and faculty need dispositions in this area.

Most persons interviewed in this study agreed initially that the primary aim of a faculty development program was to improve the quality of instruction. The practices they valued most highly did not, however, relate directly to this aim. The need dispositions of faculty would tend in time to separate the ideographic and nomothetic dimensions due to their somewhat selfish nature. Those responsible for faculty development programs must provide inputs to the system through these programs that can meet both nomothetic expectations and individual need dispositions toward instructional improvement.

As an example, we may examine the use of consultants in faculty development programs. In most instances, faculty members indicated that past experience with consultants was often worthless. They saw little reason for expecting improvement in the future. One who wishes to place the ideographic and nomothetic dimensions in congruency so that the resultant observed behavior will be improved instruction must carefully analyze both organizational expectations and individual need dispositions toward consultants. The consultant not only must please the administration, but he must also be seen by the faculty as contributing toward their growth as individuals.

Homans wrote about three essential components of the social system when he described the small group (28). He stated that interaction between group members, sentiments of those making up the group, and the activities of those

within the group must be considered in describing the functioning of human social systems.

Figure I provides an illustration of how system components may relate to the functioning of faculty development programs in junior colleges.

Such programs may be considered as activities initiated through faculty-administration interaction, which contribute to improved interactions, sentiments, and activities between students and faculty. Faculty development programs may result in improved system outputs in terms of faculty growth, student growth, and improved interactions with the community environment. Or, where the potential effect on various subsystems of such programs is ignored they may be dysfunctional. They may in fact strengthen barriers to effective communication between faculty, administrator and students. Such was the case where sabbatical leaves were introduced at one institution in the study. The decision to establish sabbatical leaves was apparently made at top administrative levels. The faculty were not involved in the decision to establish the practice, or in setting criteria for the awarding of such leave. In each interview at this institution, with one exception, a feeling of resentment toward this practice was expressed. It was stated that these funds could more appropriately be expended for additional teaching resources, lightened loads or for student financial aid. The one exception rated this practice as extremely valuable. This individual had recently been notified that he would receive a sabbatical leave.

Several institutions showed wide variation in faculty response to the value of "periodic evaluation of the faculty for the improvement of instruction."

KEY

A = Gross College Inputs
- Personnel
  - Students
  - Faculty
  - Administration
  - Staff Employees
- Resources
  - Fiscal
  - Material
- Information
  - Law
  - Policy
  - Community Opinion
  - Intangible Learning Resources

B = Gross Outputs
- Personnel
  - Student Growth
  - Faculty Growth
  - Community-College Interactions

C = Initiation of Faculty Development Program
- Inputs
  - Financial Resources
  - Materials
  - Administrative Leadership
  - Faculty Need Dispositions
  - Organizational Goals
  - Faculty-Administration Interaction

D = Implementation of Faculty Development Program
- Faculty Response and Change

E = Effect of Faculty Development Program
- Changed Faculty Competencies
- Changed Faculty Attitudes
- Improved Information Flow
  - Faculty - Administration
  - Faculty - Student
  - Student - Administration

Social System Processes
- a = faculty input
- b = faculty output
- c = student input
- d = student output
- e = administration input
- f = administration output

Social System Information Flow (including sentiments, activities, interactions).
- g = faculty - administration
- h = faculty - student
- i = student - administration

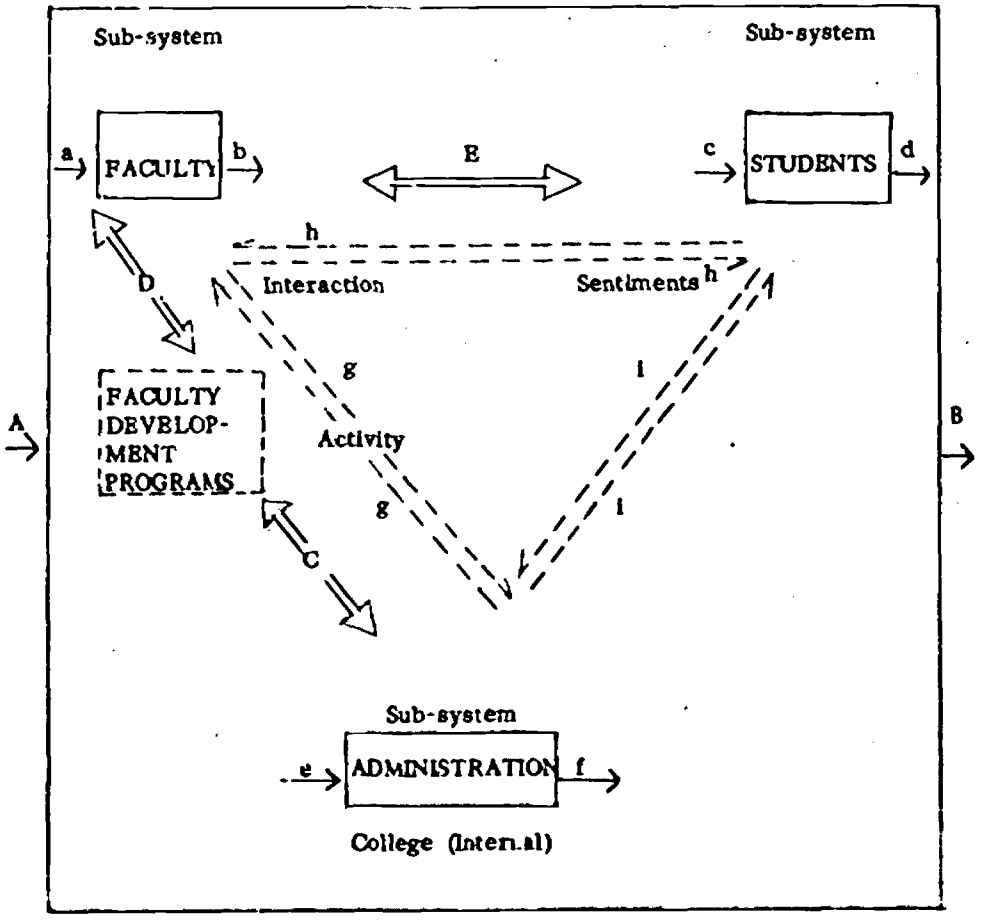


FIGURE 1

FACULTY DEVELOPMENT PROGRAMS IN THE
COMMUNITY JUNIOR COLLEGE SOCIAL SYSTEM

told that his response would remain confidential. During the interview the interviewees were restricted in their responses only by the nature of the structured interview guide. Where a given faculty member or administrator was not available for interview, an alternate was contacted. These alternates had been preselected at random in a manner identical with that for selecting the original person to be interviewed.

The interview guide was administered in personal interviews with a sample of seventy faculty members and administrators in Florida's junior colleges. The sample was representative of all such individuals with a 95 percent interval of confidence and ± 4.2 percent sampling error.

The information received in the interviews was coded and tabulated by hand for items, 1, 2, 4, 5, 6, 7 and the practices portion given in response to item 8 on the interview guide. Other data were coded and punched on cards for analysis on the IBM 360 computer at the University of Florida Computing Center. The analysis included:

(1) a tabulation by frequency and percentage of each response to a given item;

(2) a mean response for the item;

(3) a standard deviation on the item;

(4) two chi-square analyses on each item.

The analyses compared the responses of teachers and administrators, and those with one year of experience, two to four years experience, and five or more years experience on each item in questions 3 and 8 in the interview guide.

The Findings of the Florida Study

The sample for the study consisted of 78.6 percent faculty and 21.4 percent administrators. The majority of the respondents, 70 percent, were male. The average age was 40.76. Ninety percent held master's degrees or above. Junior college faculty members and administrators had previous experience in a variety of educational institutions. Among those interviewed there were 62 percent who had experience in elementary or secondary schools. Thirty point one percent had previous experience in the armed forces, government, or industry. Experience in four-year colleges or universities was mentioned by 31.6 percent of those interviewed. It was found that 86 percent had taught in some other junior college, and that 70 percent had been in their present position four years or less. Most replied that they had little or no specific preparation for teaching in a junior college.

The majority of those interviewed stated that the primary aim of a faculty development program should be to improve the quality of instruction. Other aims cited were: to improve a faculty member's depth in his discipline; to improve each faculty member's ability to meet the needs of junior college students; to create an enthusiastic, well coordinated faculty; and to get the faculty to understand and be enthusiastic about the philosophy, goals, and purposes of the junior college.

The two main obstacles to setting up an effective faculty development program that were most frequently mentioned were time and money. Faculty apathy, a lack of communication between faculty and administration, traditions not

compatible with progress, poor planning and organization were also seen to stand in the way of effective programs.

Only one practice not available at the time of the study which the respondents believed should be added to a faculty development program was mentioned by more than 10 percent of these individuals. Faculty seminars and special courses were mentioned by twenty interviewees as having an important place in such programs. These seminars should be directed to filling the felt needs of faculty. Several such needs were mentioned, including the preparation and use of audio-visual materials, the community college and its place in the American educational structure, subject matter directed seminars, and new approaches to teaching.

Of those practices mentioned in interview question 3, several were seen by respondents to be especially valuable. *Assistance to the faculty to continue graduate study* and *private offices for faculty members* received mean ratings over 8.05, "very worthwhile." *Sabbatical leave for faculty members, annual financial assistance for the faculty to attend professional meetings, extended leaves of absence for the furthering of professional growth.* Each of these items was rated between "good" and "relatively effective" above 6.50.

Of the eleven items in question 8, respondents rated the value of offering programs in these areas as "good" or better in all but three cases. *Giving an orientation to the wives of new faculty, providing social activities, especially for introducing new faculty,* and *providing new faculty with information about the characteristics of fellow faculty and the student body,* all

received mean ratings below 7.0. There was considerable disagreement on the value of practices in each of these areas at the time of this study. This was but one of several areas in which communication about the goal of a specific program appeared to be a major problem.

Not one of the eleven areas in question 8 was rated as "relatively effective." The highest mean rating, 6.38 on *assuring faculty members freedom of action, thought, and expression*, fell just below this category.

Faculty members and administrators differed in their perception of the potential value of only one item in question 3 and 8, *an active faculty committee charged with improving instruction*, with faculty rating the practice of much lower potential value. There was substantial agreement on the potential value of *assistance to the faculty to continue graduate study, sabbatical leaves for faculty members, stimulating the flow of innovative ideas and suggestions for the improvement of the college*, and *assuring the faculty members freedom of action, thought, and expression.*

The two groups of respondents differed in their perceptions of the effectiveness of several practices available at the time of this study. The effectiveness of *an organized series of discussions of teaching in a junior college, providing faculty members with continuing personal assistance in solving their teaching problems, assuring faculty members freedom of action, thought, and expression*, and *giving faculty members non-professional aides for the routines related to teaching* were all perceived differently by faculty members and administrators. More careful evaluation of the effectiveness of all practices in faculty

development programs was strongly indicated throughout this study. The disagreement between faculty and administrators on the effectiveness of these practices was reinforced by comments from many of those interviewed. Most of these comments indicated that poor planning of inadequate funding lead to relatively low ratings of effectiveness. Several faculty members stated that such programs, were often initiated without involving the faculty and therefore had received little support.

When the sample was sub-divided into individuals with one year of experience, two to four years of experience, and five or more years of experience, they differed in their perception of the potential value of four items. *A lightened load for first-year teachers, the use of experienced teachers with first-year faculty in developing instructional techniques, a professional library for the faculty,* and *an active faculty committee charged with improving instruction* were rated as having different potential values by the three groups. Once again ineffective communication of previous unsatisfactory experiences with such practices lead to low ratings.

The experience sub-groups differed in their perceptions of the effectiveness of *a lightened load for all first-year faculty; giving the new faculty member information about the total junior college, its aims, its philosophy, and its policies and regulations;* and *helping faculty to become sympathetic with and concerned about the philosophy, aims, and purposes of the junior college.* Each group agreed on the effectiveness of *a faculty handbook.* No one thought they were especially effective.

Some Theoretical Considerations

Faculty development programs in Florida's junior colleges have been organized in the past by a variety of methods. Junior college presidents, academic deans, concerned faculty members, and others have all devoted time to the planning and implementation of such programs. This section contains a conceptual model of the junior college and a planning technique which may assist them in their efforts toward organizing these programs in the future.

The Junior College as a Social System

A model of the junior college as a social system is presented in this subsection. Griffiths (24, p. 44) describes any conceptual model as a description of a set of data in terms of a given system of symbols, including relations of the symbols according to the rules of that system.

The system of symbols which is conceptualized as social systems theory was first proposed by Bertalanffy in 1955 (5), although it was earlier alluded to by Homans (28). More recently Hearn stated:

> General systems theorists believe that it is possible to represent all forms of inanimate and animate matter as systems; that all forms from atomic particles through atoms, molecules, crystals, viruses, cells, organs, individuals, groups, societies, planets, solar systems, even the galaxies may be regarded as systems (25, p. 38).

Hearn went on to state:

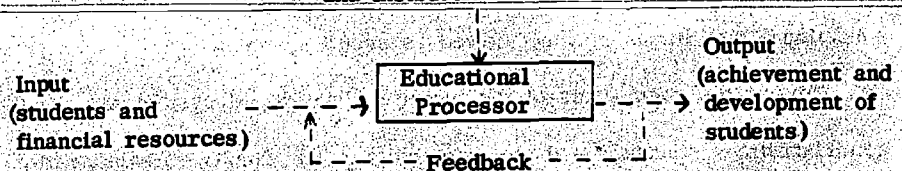
> Each system consists of objects which are singly the parts or components of the system; there are attributes which are the properties of the objects; and there are relationships among the objects and attributes which tie the system together (25, p. 39).

The community junior college may be examined through the use of such social system theory. Kimbrough (32) and Andes (3) provide examples of how educational institutions may be viewed as social systems.

Among the components of the junior college social system are the faculty, administration, students, and the community. The faculty, administration, and students may each be considered as sub-systems; the community may be considered as a part of the supra-system. Each of the sub-systems may be further sub-divided into component sub-systems, i.e., academic and student affairs, divisions, departments, faculty cliques, and eventually each individual in the system. Homans described such a system as follows: "...the activities, interactions, and sentiments of the group members, together with the mutual relations of these elements with one another...constitute what we shall call the social system" (28, p. 87).

Each system has a boundary. These boundaries should not be considered as the walls of offices or classrooms, but, rather, as concepts in the minds of those involved in the system. Miller describes the boundary of the system as the line across which it is more difficult to move matter, energy, or information than to move such components within or without this line (42, p. 194). The system's boundaries are to a large extent composed of the shared mores, ideals, norms, and goals of the sub-system.

Optner provides a simplified computer model of the social system which may be useful in analyzing social systems (45). Kimbrough illustrates this model as follows (32, p. 36):



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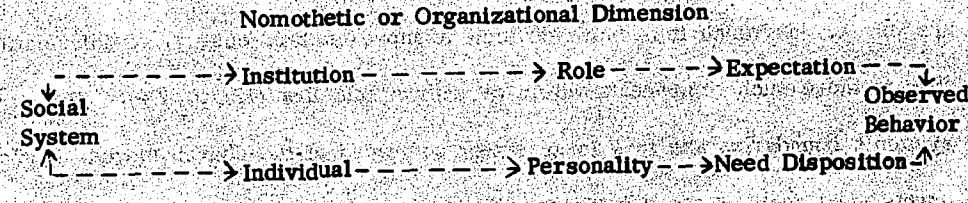

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13. Eells, Walter Crosby. *The Junior College*. New York: Houghton Mifflin Company, 1931.

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15. Garrison, Roger H. "Effective Administration for Superior Teaching," *Junior College Journal*. 32:517-525 (May, 1962).

16. _____. *Junior College Faculty - Issues and Problems, a Preliminary National Appraisal*. Washington, D.C.: American Association of Junior Colleges, 1967.

17. _____. *Teaching in a Junior College*. Washington, D.C.: American Association of Junior Colleges, 1968.

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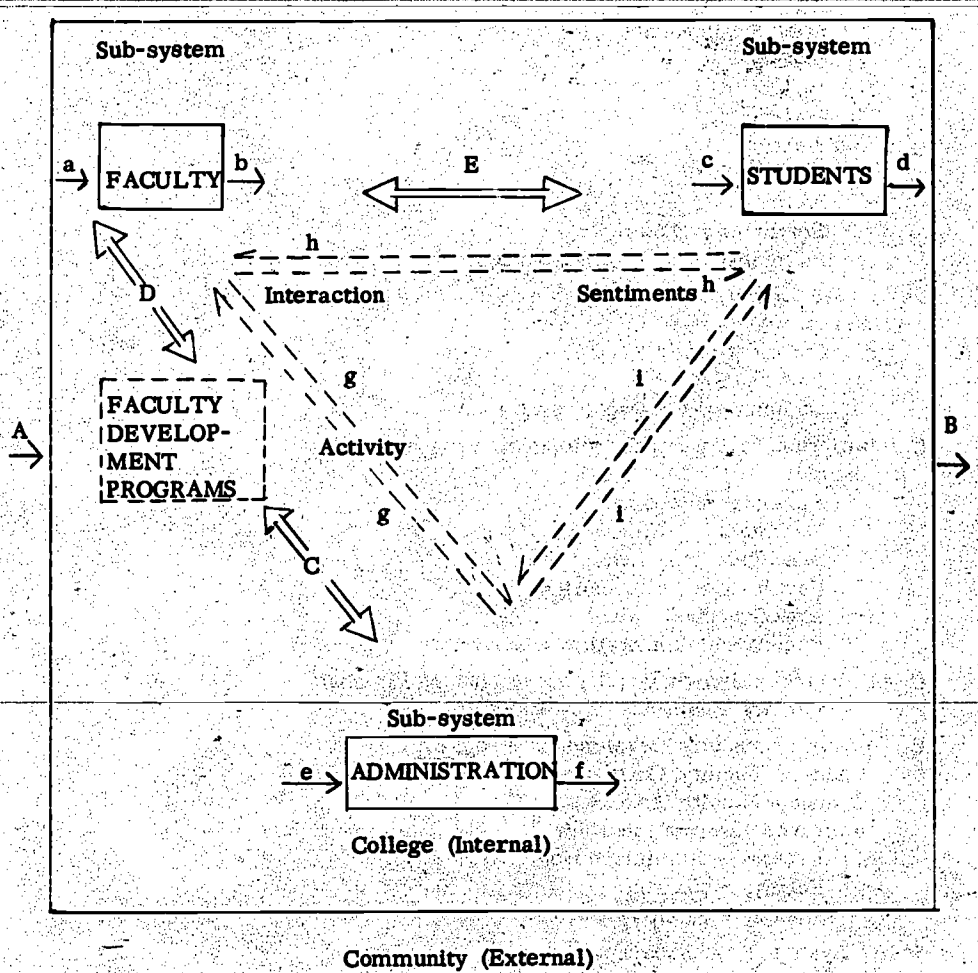

FIGURE I

FACULTY DEVELOPMENT PROGRAMS IN THE COMMUNITY JUNIOR COLLEGE SOCIAL SYSTEM

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APPENDIX A

INTERVIEW GUIDE

IN-SERVICE PROGRAMS FOR FACULTY DEVELOPMENT

You are being asked the following questions so that we might obtain a general picture of faculty development programs at your junior college. You may be assured that your identity, your replies, even the identity of the college at which you are employed will remain confidential, and will not be included in any reports. This interview centers on but one portion of a project that will include detailed studies of faculty development programs at a limited number of junior colleges in Florida.

The purpose of this interview is to obtain information about some of the practices, conditions, and provisions in your junior college that may:

(1) help the newly employed faculty member to become a fully functioning member of the junior college team,

(2) help the faculty members to improve the quality of their instruction,

(3) help the faculty member to become motivated toward personal and professional growth,

(4) help keep faculty morale high, and

(5) help the faculty member to advance the purposes of the junior college. (39, pp. 124-129).

1. In light of this implied definition of "faculty development programs," what do you see as the primary aims of such a program?

   A. _____

   _____

   _____

B. _____

_____

_____

C. _____

_____

_____

D. _____

_____

_____

E. _____

_____

_____

2. What do you see as the main obstacles in setting up an effective faculty development program?

A. _____

_____

_____

B. _____

_____

_____

C. _____

_____

_____

D. _____

_____

_____

E. _____

_____

_____

You will now be asked to respond to a number of practices used by various junior colleges in their faculty development programs. Please state: (A) whether you think the program is: (1) worthless, (2) of little value, (3) fairly worthwhile, or (4) extremely important; (B) whether, as far as you know, this program is available at your junior college; and (C) whether this practice is working (1) not at all, (2) poorly, (3) moderately well, or (4) very well at your junior college.

PROGRAM	VALUE	AVAILABILITY	EFFECTIVENESS
A planned orientation program for all new faculty.	_____	_____	_____
A workshop for all faculty before the beginning of the fall term.	_____	_____	_____
A faculty handbook	_____	_____	_____
Scheduled conferences in each department to deal with the improvement of instruction.	_____	_____	_____
A lightened load for all first-year faculty	_____	_____	_____

	PROGRAM	VALUE	AVAILABILITY	EFFECTIVENESS
f.	The use of experienced teachers with first-year faculty in developing instructional techniques.			
g.	A professional library for the faculty			
h.	An organized series of discussions of teaching in a junior college			
i.	An organized, systematic, and periodic self-study of the junior college.			
j.	Systematic visitation of classes by administrators.			
k.	Systematic intravisitation within the junior college by faculty			
l.	Systematic intervisitation with other junior college faculties			
m.	Active faculty committee charged with improving instruction			
n.	Adjustment of teaching loads of individuals to allow time for faculty committee work.			
o.	Private offices for all faculty			
p.	Annual financial assistance for faculty members to attend professional meetings.			
q.	Assistance to the faculty to continue graduate study.			
r.	Sabbatical leaves for faculty members			

	PROGRAM	VALUE	AVAILABILITY	EFFECTIVENESS
s.	A series of consultants to discuss the problems of teaching in a junior college	_____	_____	_____
t.	Extended leaves of absence for the furthering of professional growth.	_____	_____	_____

4. What other practices do you think should be included in a program of faculty development?

A. _____

_____

_____

B. _____

_____

_____

C. _____

_____

_____

D. _____

_____

_____

E. _____

_____

_____

E. _____

F. _____

8. There are a number of areas that junior college people have thought to be of importance in programs of faculty development. A few of these are listed below. We would like your opinion of: (a) how important each of these areas is, (b) what, if anything your junior college is doing about it (please be specific), and (c) what you think of what they are doing in this area.

A. Giving the new faculty member information about the total junior college; its aims, its philosophy, and its policies and regulations

1. _____

2. _____

_____

3. _____

B. Helping the new faculty member to become sympathetic with and concerned about the philosophy, aims, and purposes of the junior college.

1. _____

2. _____

_____

3. _____

C. Providing new faculty with information about the characteristics of fellow faculty members and the student body.

1. _____

2. _____

13. Eells, Walter Crosby. *The Junior College*. New York: Houghton Mifflin Company, 1931.

14. Forbes, Jack D. "Research, Teaching, and Excellence - A Teacher's Competence Depends on What Time and Opportunity Exist for Professional Development," *Junior College Journal*. 37:7-9 (December, 1966/January, 1967).

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APPENDIX A

INTERVIEW GUIDE

IN-SERVICE PROGRAMS FOR FACULTY DEVELOPMENT

You are being asked the following questions so that we might obtain a general picture of faculty development programs at your junior college. You may be assured that your identity, your replies, even the identity of the college at which you are employed will remain confidential, and will not be included in any reports. This interview centers on but one portion of a project that will include detailed studies of faculty development programs at a limited number of junior colleges in Florida.

The purpose of this interview is to obtain information about some of the practices, conditions, and provisions in your junior college that may:

(1) help the newly employed faculty member to become a fully functioning member of the junior college team,

(2) help the faculty members to improve the quality of their instruction,

(3) help the faculty member to become motivated toward personal and professional growth,

(4) help keep faculty morale high, and

(5) help the faculty member to advance the purposes of the junior college. (39, pp. 124-129).

1. In light of this implied definition of "faculty development programs," what do you see as the primary aims of such a program?

A. _____

_____

_____

B.

C.

D.

E.

2. What do you see as the main obstacles in setting up an effective faculty development program?

A.

B.

C.

D. _____

_____

_____

E. _____

_____

_____

You will now be asked to respond to a number of practices used by various junior colleges in their faculty development programs. Please state: (A) whether you think the program is: (1) worthless, (2) of little value, (3) fairly worthwhile, or (4) extremely important; (B) whether, as far as you know, this program is available at your junior college; and (C) whether this practice is working (1) not at all, (2) poorly, (3) moderately well, or (4) very well at your junior college.

PROGRAM	VALUE	AVAILABILITY	EFFECTIVENESS
A planned orientation program for all new faculty.	_____	_____	_____
A workshop for all faculty before the beginning of the fall term.	_____	_____	_____
A faculty handbook	_____	_____	_____
Scheduled conferences in each department to deal with the improvement of instruction.	_____	_____	_____
A lightened load for all first-year faculty	_____	_____	_____

F. _____

_____

_____

5. Which of these is used at your junior college?

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

6. How valuable is this practice to your junior college?

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

7. How effective is this practice at your junior college?

A. _____

B. _____

C. _____

D. _____

3. _____

D. Giving an orientation to the wives of new faculty.

1. _____

2. _____

_____

3. _____

E. Giving the new faculty member information about the community.

1. _____

2. _____

_____

3. _____

F. Providing social activities, especially for introducing new faculty.

1. _____

2. _____

_____

3. _____

G. Providing faculty members with continuing personal assistance in solving their teaching problems.

1. _____

2. _____

_____

3. _____

2

H. Giving faculty member non-professional aides for the routines related to teaching.

1. _____

2. _____

_____

3. _____

I. Stimulating the flow of innovative ideas and suggestions for the improvement of the college.

1. _____

2. _____

_____

3. _____

J. Assuring faculty members freedom of action, thought, and expression.

1. _____

2. _____

_____

3. _____

K. Periodic evaluation of the faculty for the improvement of instruction.

1. _____

2. _____

_____

3. _____

BACKGROUND DATA

I. Your title _____

II. Degrees received _____ Major(s) _____ Minor(s) _____

III. Previous experience in education:

IV. Have you ever had a formal course or a faculty development program that dealt specifically with:

	COURSE(S)	FACULTY DEVELOPMENT PROGRAM(S)
A. The philosophy of the junior college and its place in the educational structure.	_____	_____
B. Human growth and development, including the special problems of students in the junior college age group.	_____	_____
C. Curriculum and instruction at the junior college.	_____	_____
D. A supervised teaching experience or internship at a junior college.	_____	_____

	COURSE(S)	FACULTY DEVELOPMENT PROGRAM(S)
E. The place of occupational, technical, adult, and transfer programs in a junior college curriculum.	_____	_____
F. Work in the special field you teach (if applicable.)	_____	_____

V. How long have you been employed at this junior college?

_____ Years _____ Months

VI. Your average age for the past five years _____